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ABSTRACT

The two guides are part of the Lorain City Schools' career exploration program. The staff guide explains the teacher's role in career education, career education components, types of career education activities, and career clusters. The different types of resources and how they might be used in career exploration are considered. Eight sample program forms are included, and activities for two concepts--self-understanding and appraisal, and educational and vocational planning--are suggested. The student guide explains to the student how career education can help him in making career decisions. It outlines student goals for career education, explains what career exploration is and where career information can be obtained. Topics considered are: levels of education, how to survey the world of work, and the role of vocational education. A career planning guide, personality check list, and abilities check list are provided to assist the student in self-evaluation. Finally, 35 questions are presented for thought and discussion. (AG)

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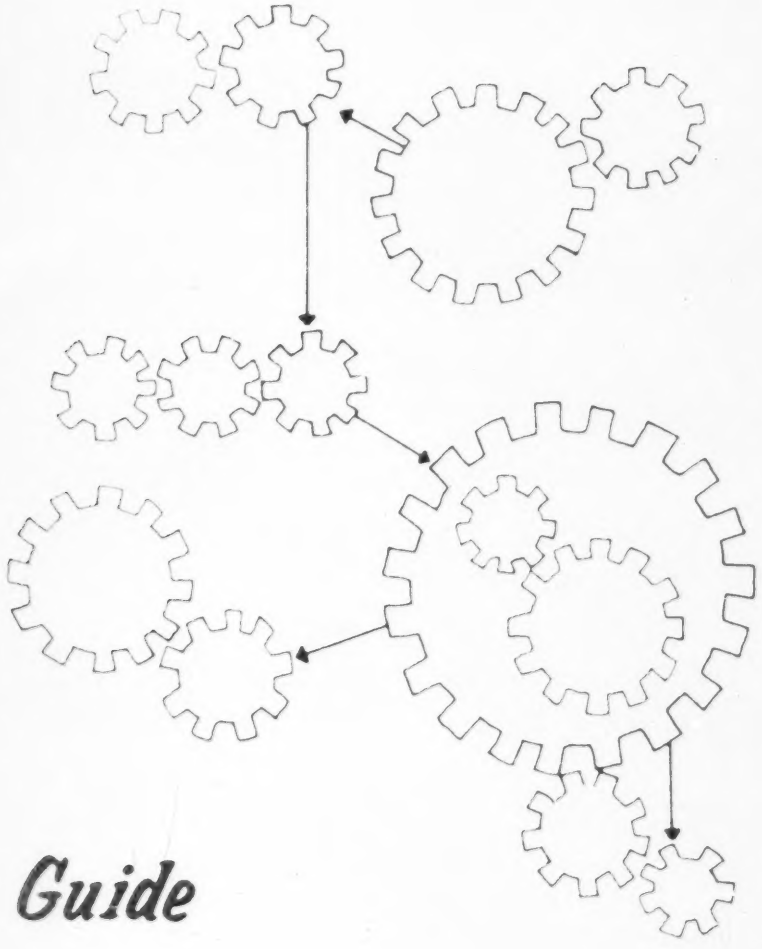

Staff Guide

OEC029774

lorain city schools
lorain, ohio

CAREER EXPLORATION

STAFF GUIDE

ADMIRAL KING HIGH SCHOOL

LORAIN, OHIO

MR. RICHARD ACKERMAN: PRINCIPAL

PREPARED BY:

OTTO SCHWARZ

CAREER EDUCATION COORDINATOR

ADMIRAL KING HIGH SCHOOL

This handbook is intended to serve as a guide for staff in their participation in the Career Exploration phase of the Career Development Program of The Lorain City Schools.

CONTENTS

	PAGE
Introduction	1
The Teacher's Role In Career Education	2-3
Career Education Components	3
Ohio's Career Continuum	4
Types Of Career Education Activities	5-6-7
Career Clusters	8-9
Chart - Possible Areas Of Involvement Of Coordinator, Teachers, and Counselors In The Career Program	10
Services Provided To Staff By Career Education Office	11
Career Activities Planning Guide	12
Objectives - Program, Staff	13
Program Outcomes	13
Teacher Reports	14
Exploration Field Trips	15-16
Student Behavior On The Bus	16
Time Elements For Field Trips	17
Student Responsibility For Make-Up Work	17
Resource Speakers	17-18
Individualized Student Projects	18
Career Materials Center	19
Class Bulletin Boards	19
Teacher Resources	19
Request For Consultation	20

Program Forms

Six Weeks Report Of Classroom Activities 21

Request For Field Trip Or Guest Speaker 22

Field Trip Request Form 23

Student Evaluation Of Field Trip 24

Evaluation Of Field Trip 25

Guest Speaker Approval 26

Evaluation Of Speaker 27

Request For Individual Field Trip 28

Career Education Activities - Self Understanding and Appraisal

Understanding Others 29

Understanding Yourself 29

Your Interests 30

Your Abilities 30

Your Personality 31

Your Health 31

Your Family 31

Career Education Activities - Educational and Vocational Planning

Looking To The Future 32

Our Changing World Of Work 32

Sources Of Occupational Information 32-33

Surveying Occupational Areas 33

Studying Particular Occupations 34

Opportunities For Further Education 34

Charting The High School Course 35

INTRODUCTION

The Career Education movement is a progressive one. It offers an interesting new approach to teaching school subjects. It is based upon one of life's needs: the selection of an occupation that can lead to a productive and meaningful life.

Through Career Education, the material we teach can be given new meaning and importance. Students can be brought to a new level of awareness that includes an understanding of life as it really is.

Career Education does not involve abstract ideas. It deals with the realities of life-people, places, and ideas. Career Education can assist students in discovering their interests, abilities, and aptitudes.

Career Education is preparation for a successful working career. This, along with an appreciation of the culture in which we live, and education for use of leisure time, should be the foundation of each student's education.

We live in a work-oriented, industrialized society. Through Career Education, students may learn that all work has dignity and worth. It attempts to help the individual define his goals and values in such a way that work may become possible, meaningful, and satisfying.

We can all agree that any endeavor which can improve the educational experience of the students we serve is worthy of our efforts.

THE TEACHER'S ROLE IN CAREER EDUCATION

No educational program can achieve success without the efforts of the classroom teacher. Without the initiative of the individual staff member, the textbooks, curriculum guides, and classroom techniques become useless.

Career Education assumes that every subject can contribute to success in a career. By involving students in activities that show the relationship of subject matter to careers, we can make what the students learn relevant.

Currently, the selection of career materials to be presented in class is left to the discretion of the teacher. This calls for adaption of current lesson plans to include career materials. This should be an on-going process.

New curriculum guides based on career concepts are currently being developed. These, as well as new audio-visual materials, should supply the staff with sufficient ideas with which a Career Education program can be established in the classroom.

Suggestions for classroom activities can be found in this staff guide.

In order to be effective in teaching about careers, teachers will need to develop new competencies and skills. The individual staff member should:

Become familiar with careers related to the subject being taught.

Become familiar with the Career Education movement.

Be willing to experiment with new classroom materials.

Participate in in-service meetings.

Develop files of appropriate career materials for class use.

Become familiar with occupational trends.

Continually evaluate what is being done to be sure we are having the desired effect upon students.

CAREER EDUCATION COMPONENTS

The Ohio Career Development Continuum includes all students in grades K-10. The chart on page 4 illustrates the phases of the program.

Vocational education falls within the continuum as well as pre-professional programs. What about students who are not in vocational or pre-professional programs? This group may make up the largest percentage of students attending Admiral King High School. For these students, school laboratories, business or industrial settings, class projects, and work experience must be brought into play so that the so-called terminal student will have developed some skills necessary to gain initial employment.

If you have any questions concerning the continuum, you should contact the career education coodinator.

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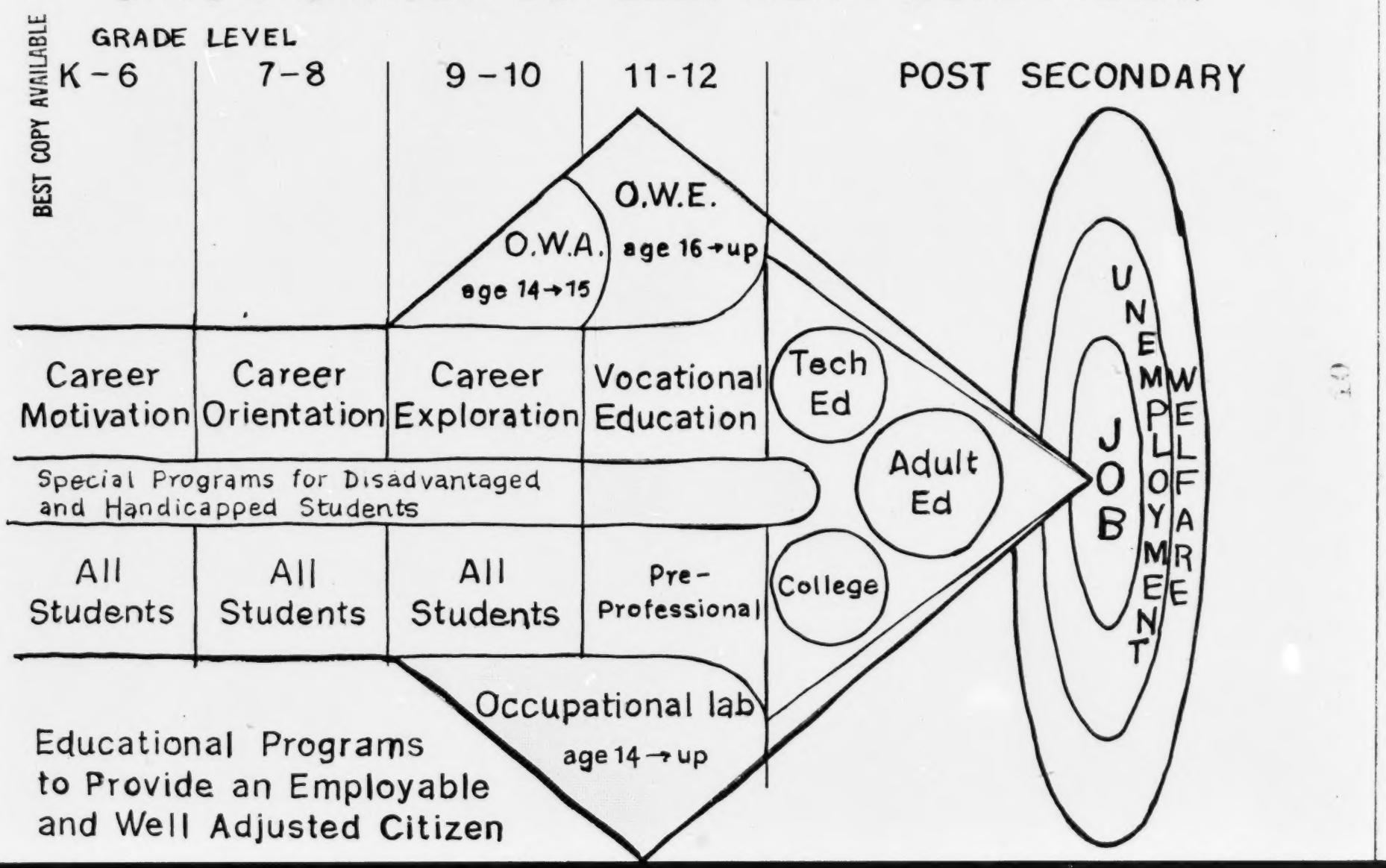
OHIO STATE DEPARTMENT OF EDUCATION · DIVISION OF VOCATIONAL EDUCATION

OHIO'S CAREER DEVELOPMENT CONTINUUM



TYPES OF CAREER EDUCATION ACTIVITIES

Career Education activities may be said to fall into two broad categories. They are:

1. Those activities that cut across subject matter areas. These may include such topics as they might relate to the students interests, abilities, philosophy of life, and relationships with others.
2. Those activities that might be directly related to your subject area. These might include such topics as occupations within your field, occupational supply and demand, sources of career information related to your subject area, surveys of occupations within your field, projects related to occupations within your field, training or educational requirements, and related occupations.

Examples of No. 1

The curriculum guide prepared by the State of Ohio list six developmental areas related to the world of work. The activities listed under each of the areas are general in nature and may be applied to any subject area. The developmental areas listed are:

1. Self and Environment
2. Economics
3. World of Work
4. Education and Training
5. Employability and Work Adjustment Skills
6. Decision Making

These activities listed in the State guide relate to the kinds of processes students must go through regardless of their career interests.

A copy of the Ohio Curriculum Guide is available to each staff member.

Example of No. 2

Lesson guides have been prepared for the 1973-74 school year in the following areas:

Health

English

Social Studies

Math

Science

These areas were chosen for development because of the concentration of 9th and 10th grade students. The curriculum guides that you will receive are based upon the development of the following Career Education Concepts:

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. There is a wide variety of careers which may be classified in several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes, and values.
8. Occupational supply and demand have an impact on career planning.
9. Job specialization creates interdependency.
10. Environment and individual potential interact to influence career development.
11. Occupations and life styles are interrelated.
12. Individuals can learn to perform adequately in a variety of occupations.
13. Career development requires a continuous and sequential series of choices.

14. Various groups and institutions influence the nature and structure of work.
15. Individuals are reponsible for their career planning.
16. Job characteristics and individuals must be flexible in a changing society.

The curriculum guide provides a sequential development of concepts related to career education in the subject areas listed previously. The learning activities are designed to attain the objectives outlined under each concept. The teacher may select those activities that seem appropriate.

Teachers need not be limited by activities listed in the guide. Please note that there is a listing of suggested resources and materials related to the activity. Teachers should evaluate from time-to-time to be sure that the objectives are being realized. The curriculum guides you will receive are meant to serve as points of reference. Your own inventiveness and initiative will determine the depth and scope of your lesson plans.

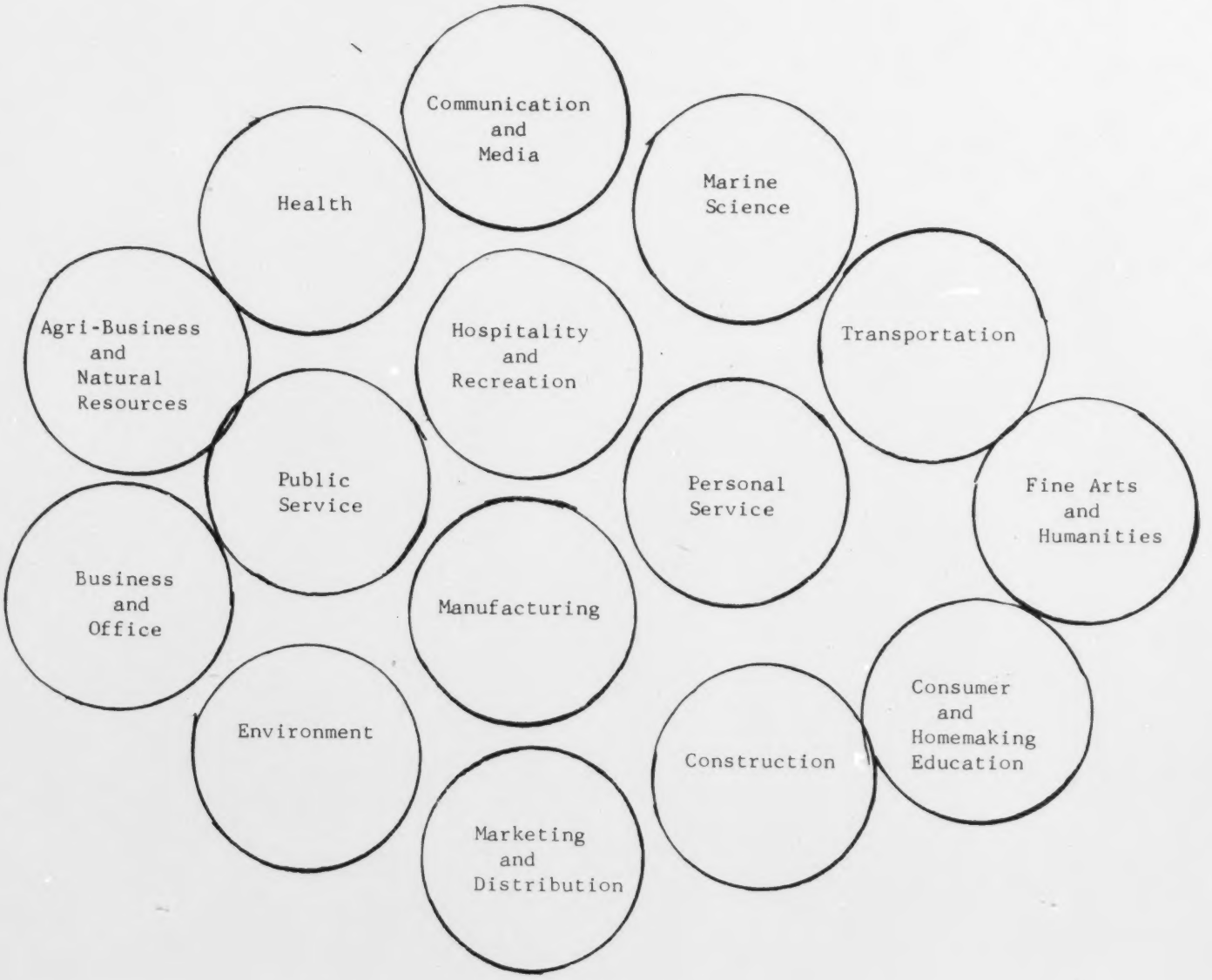
CAREER CLUSTERS

The great diversity of occupational interests may not permit you to go into in-depth studies of careers with individuals. The Career Clusters provide a conceptual approach. An effective procedure might be for the teacher to select a cluster and expose students to occupations within the cluster. In this way, the student becomes aware of entry level positions, the various levels of education needed, and opportunities for advancement. The student may also find that there are numerous occupations within the cluster which may suit his interests, abilities, and aptitudes.

Another method would be to survey students to discover their occupational interests. The teacher might have students select three occupational clusters and group the class accordingly.

Finally, the teacher might want to concentrate on a cluster associated with his subject matter area. Working within the cluster or clusters that relate to your subject area should provide ample ideas and variety for a study of careers.

CAREER CLUSTERS



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CHART, - POSSIBLE AREAS OF INVOLVEMENT OF COORDINATOR, TEACHERS, AND COUNSELORS IN THE CAREER EDUCATION PROGRAM

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COORDINATOR	TEACHER	COUNSELOR
Indentify needs and interests of students	same	same
Student conferences concerning career choices	same	same
Provide informational services	same	same
Coordinating hands-on experiences	Suggestions for hands-on experience	Suggestions for hands-on experience
Make program changes where necessary based on feedback from teachers, counselors, administrators	Provide feedback to coordinator concerning possible program improvements	Provide feedback to coordinator concerning possible program improvements
Coordination of program on the building level	Program implementation via the classroom	Feedback to coordinator and teachers concerning the impact of the program on students
Assistance in curriculum planning	Development of instructional materials suitable for classroom use	Provide feedback to coordinator, teachers, administration concerning possible curriculum changes
Instruction - Special interest groups	Instruction - Career curriculum	Group guidance activities
Identify and Distribute appropriate program materials to teachers, and counselors		
Provide multi-media resources for teachers		
Coordinate field trips and guest speakers		
Consult with administration concerning progress of the program		

SERVICES PROVIDED TO STAFF BY CAREER EDUCATION OFFICE

1. Because of the newness of the career program it is assumed that each staff member will need some assistance and direction. The career coordinator can assist in initiating career activities in the classroom or assist in curriculum planning.

2. Planning field trips for individuals, small groups, or classes.

3. Contacting outside resources for teachers. Arrangement for community resource speakers.

4. Group guidance activities.

5. Supplying information relative to the materials you are presenting in class.

6. Securing new resource materials or audio visual materials suitable for classroom use.

7. Arranging seminars, panels, or assemblies for departments or groups of students.

8. Arranging seminars for staff.

9. Arranging for in-service activities.

10. Assisting with evaluation techniques and procedures.

CAREER ACTIVITIES PLANNING GUIDE

TOPICS TO BE COVERED DURING GRADING PERIOD

1. _____
2. _____
3. _____
4. _____

AUDIO VISUAL RESOURCES OR MATERIALS

TITLE	SOURCE	SHOW DATE

RESOURCE SPEAKERS

NAME	COMPANY	TOPIC	DATE

EXPLORATION TRIPS

PLACE	CLASS PERIOD	DATE	NO. PERSONS

CLASS PROJECTS

1. _____
2. _____
3. _____
4. _____

PROGRAM OBJECTIVES

1. Provide all students with information and experience related to their career interests.

2. To develop an awareness of career opportunities and requirements of the world of work.

3. Assist students in planning their careers.

4. Involve parents and the business community in the career development program.

5. Instill in young people positive attitudes toward themselves and work.

6. Increase understanding of how important personal interests and capabilities are in making decisions about careers.

7. To develop or increase the student's sense of control over his own destiny as it relates to his career choice.

STAFF OBJECTIVES

1. Acquire the necessary knowledge and skills to carry on career oriented activities in the classroom.

2. Plan for on-going career activities.

3. Assist students in securing information related to their career interests.

4. Become familiar with the materials contained in the Career Materials Center.

5. Participate in in-service programs and workshops.

OUTCOMES

1. Each student will have developed knowledge related to his career interests and will have had numerous experiences related to his career interests.

2. Students will be able to accept responsibility for their career planning.

3. Students will understand the relevancy of the school program.

4. Students will develop positive attitudes toward work.

5. Students will be aware of the opportunities available to them.

TEACHER REPORTS

1. Report Of Classroom Activities

This report on page 21 will be distributed on the first Monday of the new grading period. They are to be turned in by Friday of the same week. These reporting forms should be filled out completely. All items listed must be related to career oriented activities. Do not list subject matter content per se.

2. Field Trip Evaluation

After a field trip has been completed teachers are asked to file the Field Trip Evaluation form with the career education office. Page 25

3. Guest Speaker Evaluation

After a speaker has made a presentation, teachers are asked to file the Guest Speaker Evaluation with the career education office.

NOTE: Items 2 and 3 above should be filed within one week.

4. Other Reports, Surveys, Evaluations

From time-to-time you will receive additional forms to be completed that relate to the planning or evaluation of the Career Development Program. These should be completed as soon as possible and returned to the career education office or other designated source.

EXPLORATION FIELD TRIPS

Field trips can be a valuable educational experience if properly organized and conducted. The procedures outlined below should be carefully read and understood.

NOTE: Requests for field trips must be in writing. See Request For Field Trip or Guest Speaker on page 22 .

TYPES OF FIELD TRIPS

For the purpose of career exploration field trips might be designed on two different levels.

1. FIELD TRIP FOR OBSERVATION

   This type of field trip can be of value in introducing students to one or more occupational families. This type of trip should be carefully planned so students receive maximum benefits from observation. The following procedure should be followed for arranging this type of trip.

   a. Make advance contact to determine what your students will see.

   b. Determine how much time will be involved.

   c. Try to find out what occupations will be observed.

   d. Limit groups to class size.

2. FIELD TRIPS FOR "HANDS ON" EXPERIENCE

   This is the most beneficial type of field trip because students may be permitted to sample some of the skills involved with the occupation. The following procedure should be followed for arranging this type of trip.

   a. Make advance contact to find out what occupations will be involved in the "hands-on" experience.

   b. Find out what procedures you are to follow when arriving at the site.

   c. Give students adequate preparation for the trip by giving advance information about the occupations.

GENERAL PROCEDURES FOR ARRANGING FIELD TRIPS

1. Make the field trip request in writing at least two weeks in advance of the trip. File a REQUEST FOR FIELD TRIP OR GUEST SPEAKER WITH THE CAREER EDUCATION OFFICE. State your educational objectives and complete other information as requested.

2. Advance contact should be made with the place to be visited to work out details relative to the trip. The coordinator will do this for you. However, teachers are encouraged to communicate with the place to be visited.

3. Each student must file a FIELD TRIP WAIVER before making the trip. There will be no exceptions to this rule.

4. Submit a list of students making the trip to the assistant principals office one week in advance if the names of the students are known. Post the list on the staff bulletin board. Place a complete or revised list in the mail box of all teaching and administrative staff one day in advance of the trip.

5. Give adequate class preparation for the trip.

6. Guide pupils while on the trip. Be sure that they are aware of and observe all safety rules.

7. Follow up with student evaluation of the trip. Teachers are asked to have students complete the STUDENT EVALUATION OF FIELD TRIP FORM on page 24.

8. Complete the EVALUATION OF FIELD TRIP FORM that will be placed in your box after the trip and return to the career education office.

9. Send a follow-up "thank you" letter to the place visited. This responsibility can be delegated to a student. Read the response before it is mailed.

10. Substitutes will be provided by the career education program.

BEHAVIOR OF STUDENTS ON THE BUS

1. Give adequate supervision on the bus.

2. Students should stay in their seats. Conversation should be permitted but yelling and screaming should not be permitted.

3. Do not permit food or drinks on the bus. EXCEPTION: When lunches must be eaten on the bus. In this case all leftover items should be properly disposed of.

TIME ELEMENTS FOR FIELD TRIPS

1. Field trips should be scheduled to leave school after the homeroom period.

2. Lunch arrangements:

   Students on morning trip: Schedule later lunch period.

   Students on afternoon trip: Schedule earlier lunch period.

   NOTE: This applies only to those students that actually miss a lunch period because of a field trip.

   NOTE: Check with the office as to the lunch period the above students may use.

   NOTE: Indicate with an asterisk on your student list those persons who will eat earlier or later and the period they will eat.

3. All trips should be planned so that students will arrive back at 2:45.

4. If your trip arrives back earlier than anticipated and classes are still in session, students should report quietly to their assigned rooms.

STUDENT RESPONSIBILITY FOR MAKE UP-WORK

Students are responsible for making up all class work and tests missed as a result of a field trip. The student is responsible for checking with the teacher concerning the work missed.

RESOURCE SPEAKERS

Resource speakers can be a very valuable asset to your program in terms of providing interesting and stimulating materials and information. Staff members are encouraged to use resource persons as an instructional technique.

PROCEDURE FOR SCHEDULING RESOURCE SPEAKERS

1. File a REQUEST FOR FIELD TRIP OR GUEST SPEAKER form at least two weeks in advance of the desired date if your wish the career coordinator to make the contact. You may make your own contact following standard school procedure.

2. Complete all information on the form.

3. Give adequate class preparation for the speaker.

4. Complete the EVALUATION OF SPEAKER form and return to the career office.

5. Send a follow-up thank you letter to the speaker.

NOTE: Do not request speakers for more than two consecutive periods on any one day.

INDIVIDUALIZED STUDENT PROJECTS

Individual projects may be undertaken by students in a business, industrial, or other setting with proper planning. This project must have the approval of a sponsoring classroom teacher, the career coordinator, the principal, and a parent or guardian. Students wishing to conduct outside projects must complete the REQUEST FOR INDIVIDUAL FIELD TRIP FORM on page 28 at least two weeks in advance of the trip.

Contact will be made by the career office for the purpose of finding a suitable place for the student to visit.

The student must file a FIELD TRIP WAIVER FORM with the career office. The student must arrange his own transportation to and from the site. Personal contact will be made by the career office with the parent before the scheduled date of the trip to confirm all arrangements.

CAREER MATERIALS CENTER

The Career Materials Center located in the library contains a large variety of career information that students may use and staff reference. You may refer your students to the Center for assistance or you may want to schedule your classes for group projects. In the case of group projects, arrangements should be made with the librarian concerning appropriate times.

There is adequate seating for a class in the Center. Arrangements can be made for the use of visual materials in the Center by making advance preparation with the librarian.

CLASS BULLETIN BOARDS

Teachers are asked to set aside a portion of their bulletin board space for the purpose of posting career information. If possible bulletin board arrangements should coincide with classroom career activities.

Bulletin board displays should be based on a theme relating to the classroom activity.

Bulletin boards can be great motivational tools. They stimulate interest and discussion. Teachers should plan to teach a lesson based upon the bulletin board display. Refer to it, when appropriate, as a means of enriching a class project or discussion.

TEACHER RESOURCES

Teacher resources for career education are located in the career education office. There is adequate space for previewing materials. Teachers are asked to sign out all career education materials so an inventory can be kept concerning the title of the material and where it can be located.

REQUEST FOR CONSULTATION

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TEACHER _____

SEE ME: DATE _____ TIME _____ PLACE _____

Check reason for request:

_____ Explanation of career program.

_____ Correlating curriculum materials with my subject matter.

_____ Selecting appropriate career activities.

_____ Selecting appropriate visual materials.

_____ Field trip planning.

_____ Arranging for resource speakers.

_____ Planning a special program for my class.

_____ Discuss career education with my class.

_____ Sources of career information.

_____ Classroom display materials.

_____ Arrange for group guidance session.

_____ Other

_____

_____

_____

_____

_____

NOTES:

_____

_____

_____

_____

_____

CAREER EDUCATION PROGRAM

REPORT OF CLASSROOM ACTIVITIES

SIX WEEK REPORT

DATE _____ SCHOOL _____

GRADE _____ TEACHER _____ NO. OF STUDENTS 9 & 10 _____

A. List topics of discussion during grading period.

1. _____
2. _____
3. _____
4. _____

B. List visual aids used. (Give title and source)

1. _____
2. _____
3. _____
4. _____

C. List books or pamphlets used. (Give title and source)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

D. List guest speakers - their occupation and/or company.

1. _____
2. _____

E. List field trips taken.

1. _____
2. _____

F. List references to activities selected for use in classroom.

1. State Guide page _____
2. Career Curric. guide page _____
3. Other _____

G. List major classroom activities completed such as lesson, unit, class project.

1. _____
2. _____
3. _____
4. _____
5. _____

COMMENTS CONCERNING PROGRAM - PROBLEM AREAS, SUGGESTIONS FOR IMPROVEMENT

Please make comments on back of page.

CAREER EDUCATION

ADMIRAL KING HIGH SCHOOL

REQUEST FOR FIELD TRIP OR GUEST SPEAKER

TEACHER _____ DATE _____

PROPOSED TRIP TO _____

PROPOSED DATES: FIRST CHOICE MO. _____ DAY _____

SECOND CHOICE MO. _____ DAY _____

THIRD CHOICE MO. _____ DAY _____

NUMBER OF STUDENTS _____ LEAVING TIME _____

- -

PROPOSED SPEAKER _____

SUBJECT OR TOPIC _____

DATE SPEAKER IS NEEDED: FIRST CHOICE MO. _____ DAY _____

SECOND CHOICE MO. _____ DAY _____

THIRD CHOICE MO. _____ DAY _____

PERIODS REQUESTED: 1 2 3 4 5 6 7 8 9 10 11

(circle those desired)

Please give two weeks advanced notice on field trips and guest speakers.

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LORAIN PUBLIC SCHOOLS
Educational Field Trips

Teacher _____ School _____

Subject _____ Grade Level _____

Proposed Trip to _____

_____

Day of Trip: Day _____ Month _____ Year _____

Educational Objectives _____

_____

_____

Transportation by: Walking _____ Private Cars _____

Chartered Bus _____ Regular Bus Route _____

Train _____ Other _____

Transportation financed by students individually _____ Other _____

Has each student submitted to you a slip signed by his parents approving his taking the trip with the type of transportation listed above? YES _____ NO _____
(Not necessary when trip is within the city and no cars or buses are used for transportation.)

Number of students going _____ Teachers in charge of trip _____

_____

_____

Disposition of classes while teacher is away _____

Field Trip Approved by: Principal _____

Director of Secondary Education _____

Date of Request _____

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Career
Education

ADMIRAL KING HIGH SCHOOL

STUDENT EVALUATION OF

FIELD TRIP

NAME _____ GRADE _____

DATE _____ TRIP TO _____

Please check yes or no to each of the following questions.

1. Were you able to observe a particular occupation that interested you? yes ____ no ____
2. Did you have sufficient time to ask questions? yes ____ no ____
3. Was there sufficient time to see the facility? yes ____ no ____
4. Was pre-planning for the trip adequate? yes ____ no ____
5. Did the field trip relate to material presented in class? yes ____ no ____
6. Was the trip interesting to you? yes ____ no ____
7. Were your attitudes and feelings affected in a positive way as a result of the trip? yes ____ no ____
8. Would you recommend this trip for other students? yes ____ no ____
9. Was this trip relevant to your interest? yes ____ no ____
10. Will this trip be of help to you in planning your future? yes ____ no ____

COMMENTS

EVALUATION OF FIELD TRIP

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Visitation to _____

School _____ Subject _____

Grade Level _____ Teacher _____

Number of Pupils taken _____

	Superior	Very Good	Good	Fair	Poor
Teacher Response to Tour					
Pupil Response to Tour					

Sufficiently Supplied With Guides? ____ yes ____ no

Were occupations explained to pupils? ____ yes ____ no

Were career opportunities explained to pupils? ____ yes ____ no

What occupations were explained to students?

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

TEACHER: Give a brief written evaluation to the trip.

_____

_____

_____

_____

_____

Give a brief evaluation of student reaction to the trip.

_____

_____

_____

_____

_____

GUEST SPEAKER APPROVAL

Due one week before proposed date

Name of speaker _____ Position _____

Date _____ Periods 1 2 3 4 5 6 7 8 9 10 11

Topic _____

Course _____ Grade _____

Educational Objectives:

_____

_____

_____

_____

_____

_____

_____

_____

To be met by _____

Teacher _____ Date of Request _____

Principal or assistant principal in charge of instruction.

_____ Approved _____ Disapproved

EVALUATION OF SPEAKER

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NAME OF SPEAKER _____ SUBJECT OF SPEECH _____

****

Teacher _____ Subject Area _____

Grade Level _____ Number of Students _____

	Superior	Good	Fair	Poor
Teacher Response to Speaker				
Pupil Response to Speaker				

Were occupations explained to pupils Yes _____ No _____

If so, what occupations were explained? _____

_____

Did the speaker use any visual aids? Yes _____ No _____

What suggestions, if any, do you have to improve the presentation?

_____

_____

Additional Information:

_____

_____

_____

_____

REQUEST FOR INDIVIDUAL FIELD TRIP

OR

PROJECT

NAME _____ DATE _____ GRADE _____

PROPOSED DATE OF TRIP _____ PLACE _____

DESCRIBE YOUR PROPOSED CAREER PROJECT

_____

_____

_____

_____

_____

_____

TEACHER SPONSOR: _____

CAREER COORDINATOR: _____

PRINCIPAL: _____

PARENT OR GUARDIAN: _____

ALL PERSONS ABOVE MUST APPROVE OF FIELD TRIP OR PROJECT

STUDENT RESPONSIBILITIES

The student agrees to be responsible for all class work and tests missed as a result of being away from school on an individual Career Education field trip or project.

The student must file a report describing his experience with the teacher that approved the project and the career coordinator. Failure to file a report will prohibit the student from undertaking any such individual field trips for the remainder of the school year.

ACTIVITIES - SELF UNDERSTANDING AND APPRAISAL

Understanding Others

1. Have pupils select one of the following topics and prepare a two minute talk to be given in class:

   a. Someone I Admire
   b. People Are Different
   c. A Person I Should Like To Meet
   d. Choosing A Friend

2. Have pupils write biographical sketches of current sports, television, community, or school celebrities. (Could also write about persons famous in your subject matter area.)

3. List individual personality traits and characteristics which the class likes and dislikes.

4. Have members role-play various types of individuals.

5. Measure height and weight of each pupil in class to illustrate how individuals differ.

6. Appoint a class committee to prepare a skit showing how environmental factors affect people.

7. Ask pupils to read a biography and give an oral or written report emphasizing heredity and environmental factors affecting the individuals life.

8. Have students chart their family tree covering as many generations as possible.

Understanding Yourself

1. Assign the writing of an autobiography.

2. Instruct pupils to keep a personal analysis scrapbook to include a story of their life, personal clippings, self-evaluations, and other information obtained about themselves during a unit.

3. Ask for volunteers to tell the class about interesting or unusual experiences which have affected their lives.

   Note: In foreign language have students report in language being taught.

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Your Interests

1. Appoint a student to conduct a class interest poll. By listing the 10 major areas of interest as determined by Kuder (see below) on the blackboard, each student can then designate his first and second choice interest area. Kuder's 10 major interest areas are:

1. Outdoor	6. Literary
2. Mechanical	7. Musical
3. Computational	8. Persuasive
4. Scientific	9. Social Service
5. Artistic	10. Clerical

NOTE: This activity would correlate with the Occupational View Deck located in the Admiral King Library. This can be used as a tool in the classroom.

2. Report results of poll to the career coordinator or counselors. Reports can be presented by the coordinator or individual counseling may be done by the counselors.

3. Organize a panel discussion on the importance of interests and their vocational and avocational implications.

4. Organize class interest areas, based on test results, and have each group report on occupations to which their interests might lead. (This may be limited to your subject matter area if you wish.)

5. Have pupils discuss their hobbies or present demonstrations and, if possible, tell what the hobbies mean to them. (Science fair - Math fair)

6. Conduct interviews with successful workers to ascertain if they were interested in their specific type of work before their employment or whether the interest developed after a period of time on the job. (May limit to occupations within your subject matter area.)

Your Abilities

1. Develop with the aid of the class, a list of occupations, hobbies, and other activities requiring different types of abilities.

2. Present information on various types of mental abilities.

3. Have a school counselor interpret the various ability tests used in the Lorain School System.

4. Have the class discuss ability areas and how they affect occupational choice.

5. Draw up lists of occupations (in your subject matter area) which stem from the various abilities.

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1. Assign individual oral reports on such topics as; grooming, personal appearance, manners, expressions, personal attitudes, making and keeping friends, improving your personality, and common teen-age problems.

2. Arrange bulletin board displays around such topics as: improving your appearance, personality counts, winning friends, and other areas which the students may suggest.

3. Enlist the aid of consultants (such as the nurse, the homemaking or speech teacher) who can talk to the class about various aspects of personality development, manners, appearance, or related topics.

4. Make a list of desirable personality characteristics.

5. Conduct a panel or classroom discussion on procedures which people can follow to develop and improve various types of personality traits or characteristics.

6. Show and discuss personality rating devices used by various business and industrial firms.

Your Health

1. Conduct class discussions on good health practices.

2. Have each member of the class rate his health status. This may be done using a checklist constructed by the class.

3. Appoint a committee to present a skit showing how health factors affect vocational choice.

4. Discuss physical examinations as a requirement for employment. Use examples from applications on personal health.

Your Family

1. Discuss the influence of parent attitudes on occupational choice.

2. Have a panel of parents visit the classroom and discuss their feelings toward their child's occupational choice.

3. Discuss the responsibilities young people have toward their parents.

4. Develop skits showing hypothetical problem situations. Have the class discuss possible solutions.

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ACTIVITIES - EDUCATIONAL AND VOCATIONAL PLANNING

Looking To The Future

1. Conduct a class discussion on the necessity of making educational and vocational plans.

2. Ask pupils to interview people in various types of employment to determine what satisfaction, other than pay, they obtain from working. Each pupil should report his findings to the class.

3. Have a local employer visit the class to discuss the causes and cures of job failures.

4. Have the class draw up lists of occupations which provide workers with an opportunity to render service to society or the nation and discuss their relative importance.

Our Changing World Of Work

1. Clip the new products section of magazines and newspapers for posting on the bulletin board. (Discuss possible new jobs that will be created.)

2. Assign pupils to talk with community businessmen in order to get information on the rise or decline of local businesses and industries.

3. Have the class make a list of new occupations resulting from discoveries or inventions since 1900. Since 1940.

4. Organize a committee of girls to report on the part women play in the world of work today and the reasons for any changes since 1900.

5. Assign each pupil to read a biography of a successful worker in various occupational groups.

6. Have a speaker from the local state employment service speak to the group on current employment trends.

7. Have the class conduct a local occupational survey showing the numbers employed in each of the basic occupational families.

Sources of Occupational Information

1. Have a class committee organize a bulletin board display of the various means of obtaining occupational information.

2. Arrange with the librarian to have a classroom display of books about occupations.

3. Ask the guidance counselor to talk with the class on various sources of occupational information available in the school and community.

4. Learn how to use the Chronicle Occupational File.

5. Ask upperclassmen to tell the class how to use the various sources of information and explain how the various exploratory experiences help in making occupational decisions.

6. Conduct a class discussion on various ways in which occupational information can be gathered.

7. Organize a library tour to include all points which might be used in gathering occupational information.

Surveying Occupational Areas

1. Divide the class into committees making each responsible for preparing a report on one job classification area to be presented to the class.

2. Have each pupil make a notebook using the job classifications as titles and ask each pupil to collect articles and pictures relating to each occupational classification.

3. Organize a classroom file of occupational materials. Have students keep the file up to date.

4. Have class committees prepare skits about various occupations.

5. Organize an occupational quiz.

6. Invite guests to speak on different occupations.

7. Organize field trips to local area industries and businesses.

8. Have pupils list the advantages and disadvantages of the various industrial occupations.

9. Have class members prepare bibliographies of books on particular occupations.

10. Make arrangements for each pupil to spend part of a day visiting and working in a local business or industry.

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Studying Particular Occupations

1. Ask students to report orally on the occupation of a friend, parent, or relative.
2. Ask students to give oral summary reports on the occupations they have studied intensively.
3. Organize, with class assistance, A Career Day or series of career conferences. (Class Project)
4. Have each student prepare an occupational career booklet.
5. Discuss the meaning of such occupational terms as career, vocation, aptitude, ability, skill, specialization, educational guidance, apprenticeship, and other occupational terms.
6. Conduct plant tours and field trips so that pupils may obtain further insight into different career possibilities.

Opportunities For Further Education

1. Display college catalogs and college directories in the classroom.
2. Make a bulletin board display of college pictures.
3. Display scholarship brochures, announcements, and application blanks.
4. Ask the guidance counselor or a college admissions officer to talk to the class about types of further education.
5. Invite past graduates in to talk about college life.
6. Plan a trip to an institution of higher education.
7. Conduct a class discussion on college life.
8. Invite the local apprenticeship representative (or union) to speak on the possibilities of apprenticeship training.
9. Have each student write to an institution for additional information about the type of further education in which he is interested.
10. Collect articles and pictures about colleges and college life.
11. Show the class an application blank and discuss procedures for processing.
12. Make a list of local area colleges offering training for various types of occupations.
13. Discuss financial aid and how to secure it.

Charting The High School Course

1. Show and discuss sample course outlines for each type of program offered in the high school.

2. Relate sample course outlines to the various types of educational and occupational opportunities.

3. Conduct a question box class session at which time pupils submit their remaining unanswered questions.

4. Organize committees to report on the various vocational programs.

5. Invite the guidance counselor to discuss scheduling problems.

6. Have pupils complete a tentative four-year program.

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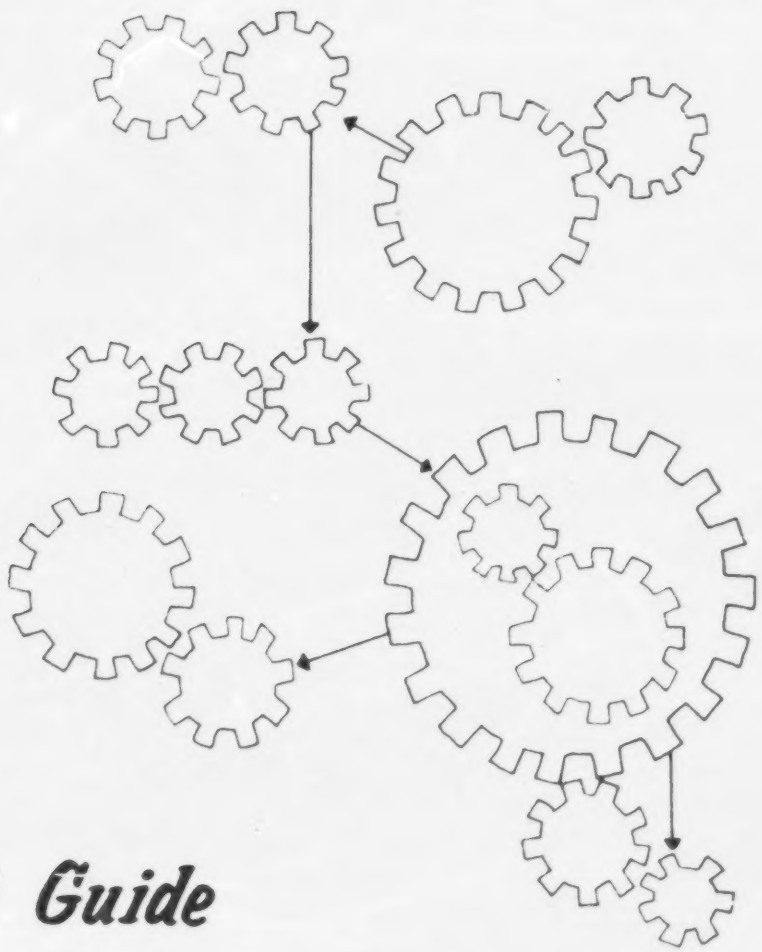
career exploration program

admiral king high school



Student Guide

ED0029274

lorain city schools
lorain, ohio

CAREER EXPLORATION

STUDENT GUIDE

ADMIRAL KING HIGH SCHOOL

LORAIN, OHIO

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PREPARED BY:

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CAREER EDUCATION COORDINATOR

ADMIRAL KING SCHOOL

CONTENTS

	PAGE
Introduction	1-2
Student Goals For Career Education	3
Career Exploration: Why? When? What? and Where?	4
Where Can I Get Career Information?	5
How Much Education?	6
Surveying The World Of Work	7-8
What About Vocational Education?	9-10
Vocational Programs (Chart I)	11
Work Study Programs (Chart II)	12
Career Materials Center	13
Career Planning Guide	14-15
Personality Check List	16
You and Your Abilities	17-18
Making Career Decisions	19
Some Questions For Thought and Discussion	20-21

INTRODUCTION

Career education offers each student the opportunity to gain insights concerning his or her future. Through career education, each student can gather information and secure experiences related to his or her occupational interest.

Deciding upon a career is one of the most important decisions you will make. This decision should be based upon the best possible information and advice.

Of course, the choice of a career should be yours alone to make. Others can give you information and advice but nobody can really tell you what to do with your life. Hopefully, you will view career education as a service that can assist you to make your own decision in a most satisfactory way. Your approach to your productive years as a worker should be planned in such a way that you can achieve self-satisfaction as well as financial rewards.

Following are some guidelines that might make your decisions easier to make:

> Get to know yourself. Take a close look at your strengths and weaknesses. Decide where improvement is necessary in terms of your attitudes and values. Seek the help of your counselors, teachers, and parents in assessing your aptitudes, personality, and ability. (See personality check list on page 16.)
>
> Develop all of your talents to the fullest possible extent. Sometimes a hobby or other interest can lead to a satisfying career.

Your life style should determine the career you choose. The career you choose should fit you. You should not try to fit yourself into a career that does not reflect your interest and abilities.

"Career" and "Job" are not the same. Selecting a career involves long-term thinking. You may hold different jobs during your career. A career implies that you are continually learning and perhaps advancing. A career should contribute to your self esteem and should provide personal satisfaction as well as financial security.

Don't over-emphasize the money aspects of a career. Most individuals start at the bottom of the ladder and work up.

Don't go to college because it is "the thing to do."

If you want to be successful in the world of work, you must be willing to demonstrate ambition.

Never sell yourself short. You definitely have talents that are needed. Develop a positive self-image. Get your thoughts together and become organized. Study careers as you would study for life's most important test.

The school program can contribute to your success in a career. Through your study of careers you should gradually see the relationship of your school work to your future.

STUDENT GOALS FOR CAREER EDUCATION

As a person who wishes to properly plan for the future, you should:

1. Give serious thought to your future and your career. Your decision should be based upon careful study and sound advice.
2. Make an effort to see the relevance of the school program to your future.
3. Make good use of your school time.
4. Develop your interest to the fullest possible extent.
5. Be realistic in your approach to a career.
6. Study the broad scope of possibilities before you decide upon a career.
7. Seek the advice of your parents, counselors, and teachers regarding your career choice.
8. Come to realize that all work has dignity and worth. You should not degrade another person's choice of a career.
9. Prepare yourself to meet the full responsibility of citizenship.
10. Through your productive efforts contribute to the society of which you are a member.

CAREER EXPLORATION: WHY? WHEN? WHAT? and WHERE?

Why Study Careers?

Choosing a career is an important decision. There are a tremendous number of possibilities. In order to make a good decision, you should be exposed to as many options as possible.

When Should I Study Careers?

Every subject you take in school relates in some way to your future. If you are really thinking, your study of careers will be a continuous challenge throughout the high school years.

What Careers Should I Study?

Begin by studying those careers that interest you the most. Next, try to find out if you have the potential ability to be successful in the careers that interest you. Be realistic in your choices. For example, being a professional athlete or a model are glamorous occupations. Realistically speaking, there is relatively small demand in these occupations. Of course, if you feel that you can be a professional athlete or a model then by all means you should try. The freedom to choose is yours but be honest with yourself in an assessment of your chances for success.

WHERE CAN I GET CAREER INFORMATION?

Career information is available from many sources. Following is a list of some sources that are within your reach:

School counselors

Parents

Teachers

Labor organizations

Places of employment

School and public libraries

Employed persons

Professional or civic organizations

Friends and relatives

Newspapers and magazines

There are many sources of free information on careers. Names and addresses may be obtained from your counselors and the career education office.

HOW MUCH EDUCATION?

Every student should plan to graduate from high school. If you think about it, your high school experience offers the opportunity to help learn the skills necessary to fulfill your future plans.

No matter what your career interest might be, you can always benefit from a continuation of your education. This may take many forms including on-the-job training, night school, adult education, apprenticeship programs, or additional courses at the local community college. Learning does not stop with your high school graduation.

When we speak of experience, we are actually talking about additional training and education. This additional training may be formal or informal but the end result is the same; you may reap the benefits of a better job with the self-satisfaction that goes with it.

Should you go to college? Yes, you should go if a higher education is necessary to accomplish your career goals and you have the ability. Because of the expense and the competition in the professional fields, you should carefully consider the question of a college education.

As you move through your college career, you should examine the potential market for your particular services so that you may secure initial employment when you graduate.

SURVEYING THE WORLD OF WORK

An Organized Approach Is Needed

Because there are so many occupations an organized approach must be undertaken so you can avoid confusion. The following steps might be helpful.

Select A Number Of Clusters For Study

The clusters, listed in the next column, provide an organized way to study occupations.

Most occupations may fall under one of the fifteen clusters. Along with this guide you will receive a partial list of occupations that fall within the clusters. After selecting a cluster, you may wish to survey some of the occupations within that cluster.

Each student should study at least three clusters during the 9th-10th grade.

Clusters

Agri-Business & Natural Resources
Business and Office
Construction
Consumer and Homemaking Education
Communication and Media
Environment
Fine Arts and Humanities
Health
Hospitality and Recreation
Marketing and Distribution
Marine Science
Manufacturing
Personal Service
Public Service
Transportation

Things To Survey

The potential job market.
The educational requirements.
Training needed.
Salaries, wages, and fringe benefits.
Working conditions.
Opportunities for advancement.
Places of employment.
Advantages and disadvantages of the work.

Do A Job Survey

A very helpful tool to use in understanding an occupation is a job survey. You should become familiar with the procedure for surveying occupations.

In the above column, you will find some points to consider when you survey an occupation.

VISIT PLACES OF EMPLOYMENT

One of the most helpful experiences you can have in learning about occupations is a visit to a place of employment to observe people at work.

Along with observation, you can discover a great deal by asking questions.

In the next column, you see a list of places that were visited through the career education program. You will probably have the opportunity to go on one or more field trips this year. Make the most of them and learn all that you can about the wide variety of occupations at each place.

PLACE	CLUSTER
Lorain Community Hospital	Health
Murray Ridge School	Teaching Public Service
Nordson Corporation	Manufacturing
Lorain City Health Dept.	Science
Bendix Westinghouse	Manufacturing
Bendix Westinghouse	Business
Lorain National Bank	Business
Lorain County Community College	Higher education
Cleveland Hopkins Airport	Transportation
Oberlin College Conservatory	Fine Arts
F.A.A.	Public Service
King Music Company	Manufacturing
Scherel & Roth	Manufacturing
Baldwin Wallace University	Fine Arts
Cleveland Plain Dealer	Communications & Media
American Greeting Corp.	Fine Arts
Lorain Steel Fabricators	Manufacturing
Lorain Products	Manufacturing
Guilford Instruments	Manufacturing
Cleveland Health Museum	Health
Daltons of Lorain	Home Economics
Sears	Business
Ohio State University	Engineering Science
Southview	Vocational Programs
Ohio Edison	Manufacturing
Channel 43	Communications & Media
United States Steel	Manufacturing

"Hands-On" Or Part Time Work Experience

There is no substitute for real experience. If you have the opportunity to try out some of the actual skills necessary for an occupation, you should do so. Part time work may also be helpful to you. In the column on the right are some ways that you can get real experience in the occupations that interest you.

Ways To Get "Hands-On" Experience

Part time work experience or volunteer work.
Projects in the school vocational labs.
Projects in a plant, business, or other setting outside of school.
Projects at home.
Working with a friend or relative on the job.
Classroom Projects.

WHAT ABOUT VOCATIONAL EDUCATION ?

A majority of Admiral King students will not go on to higher education. For most students, some specific vocational training may be the answer.

When you graduate and begin to interview for positions, your prospective employer will want to know what you can do. Those students possessing specific skills will be hired first and will get the better jobs.

If you are interested in vocational education, you will find that the Lorain City Schools offer a wide range of programs. One of these programs may be suited to your interests.

Following are some questions students may ask concerning the Vocational program of the Lorain City Schools. Your counselors are ready to explain the programs to you and answer any additional questions you might have.

Q. When must I decide about entering a vocational program?

A. Some programs are two years in length and some are one year in length. Cooperative Office Education, Distributive Education, and Diversified Cooperative Education are taken the Senior year. Generally speaking, you must decide to enter a vocational program at the conclusion of the 10th grade.

Q. What Vocational Program should I choose?

A. This question should be answered on the basis of your career goals. Your choice should be carefully considered based upon your interests, abilities, and aptitudes. Your counselor can assist you with your selection.

Q. What other programs are offered in addition to trade and business programs?

A. Lorain also offers opportunities in Cooperative Work Study Programs. Students in these programs spend one-half day in school and one-half day in on-the-job training. Chart II shows the schools where these programs are offered.

Q. Can I still go to college after graduation if I take a vocational program?

A. Yes, this is possible. It will depend upon the standards set by the various colleges and universities. Each student is required to take English III, U. S. History, and Problems of Democracy. These courses fulfill the necessary minimum requirement, along with your 9th and 10th grade credits, for entry in some colleges and universities.

Q. Should graduates of vocational programs seek additional training?

A. If you desire, you can seek entry into an apprenticeship program or take advanced training. Again, your education does not, and should not, end with your high school diploma.

Q. How can I enroll in a program that is offered in another Lorain City school district?

A. If you wish to enroll in a vocational program in another school in the Lorain system, you must transfer to the school where the program is offered. You must be able to provide your own transportation.

Q. How do I enroll in a vocational program?

A. If you are interested in a vocational program, your counselor can assist you with enrollment procedures. Most programs operate on a quota system so you should make your intentions known to your counselor. Only those students qualified will be taken into the program. An interview with your prospective instructor and a visit to the shop or classroom is desirable.

NOTE: See the Career Education Coordinator to make arrangements for visitations.

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CHART I

VOCATIONAL PROGRAMS

PROGRAM	ADMIRAL KING	LORAIN HIGH	SOUTHVIEW
Trades & Industrial			
Auto Mechanics	X	X	
Auto Body Repair			X
Industrial Electricity	X		
Communications Electronics		X	
Machine Shop		X	
Drafting			X
Welding			X
Small Engine Repair	X		
Business			
Clerical	X	X	X
Stenographic	X	X	X
Data Accounting		X	
Office Processing Specialist		X	
Home Economics Job Training			
Food Service		X	
Home & Community Job Training		X	
Vocational Child Care	X	X	X

CHART II

WORK STUDY PROGRAMS

PROGRAM	ADMIRAL KING	LORAIN HIGH	SOUTHVIEW
Cooperative Office Education	X	X	X
Diversified Cooperative Training	X		
Distributive Education	X	X	X
Occupational Work Experience	X	X	X

CAREER MATERIALS CENTER

The Career Materials Center located in the library offers a variety of career materials. A wide range of books, college catalogs, and vocational information are available for your use.

In addition, there is a bulletin board display of unique career information. The Occupational and College View Deck has proven to be helpful to many students and is available to you. An assortment of FREE career information is located in the conveniently placed pamphlet racks.

The career education office contains much information on the career clusters and individual occupations. The Chronicle Career Kit is an extensive collection of career information. This may be used upon request.

A large number of career oriented filmstrips and cassettes may be used upon request. The necessary equipment needed to view or listen to this material will be provided for you.

You will find what you are looking for, on any career subject, in the Career Materials Center. See the career education coordinator or the librarians. They will be happy to serve you.

CAREER PLANNING GUIDE

The Career Planning Guide (page 15) may be helpful to you in exploring a cluster or an occupation within a cluster.

Keep the completed guides for future reference. During the 9th grade, you should complete at least three Guides.

If you need assistance, you should consult with your counselor, teacher, or career education coordinator.

Extra copies of the Career Planning Guide may be secured in the career education office located in the library.

CAREER PLANNING GUIDE

CAREER EXPLORATION

ADMIRAL KING HIGH SCHOOL

Name_____Grade_____Date_____

Option # 1 2 3 Cluster_____Occupation_____

Required Courses:_____, _____

_____, _____, _____

Helpful Electives:_____, _____, _____

Type of Education Required (Check one) __College-4 year __College-Advanced

__Junior College __Technical School __Apprenticeship__ Business School

__Special School_____

Names and Addresses of Schools:

Places To Write To For Information:

Related Careers: _____, _____

Local Places To Visit:

Names Of Persons To Talk To:

PERSONALITY

CHECK LIST

PERSONALITY CHARACTERISTICS	RATING (CHECK ONE)		
	STRONG	AVERAGE	WEAK
Politeness			
Punctuality			
Interest			
Self Starter			
Ambition			
Creative			
Enthusiasm			
Dependability			
Organization			
Respect For Rules			
Honesty			
Patience			
Cooperativeness			
Emotional Stability			

The above personality checklist may help you discover some strengths or weaknesses. Be honest with yourself in checking each of the above points. Try to make corrections, especially in those areas in which you find yourself to be weak.

YOU AND YOUR ABILITIES

Listed below are several specific areas of ability. On the right are three degrees of ability. Consider each ability individually and check the degree which you believe you possess. Discuss your assessment of your abilities with your teachers, counselors, or career education coordinator.

AREA OF ABILITY	DEGREE OF ABILITY		
	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
PHYSICAL			
a. Strength			
b. Coordination (Muscle Control)			
MANUAL (Skillful use of hands or tools)			
MECHANICAL (Skill with machines)			
CLERICAL (Writing, recording, note taking)			
LEADERSHIP			
SOCIAL(Getting along with others)			
MUSICAL			
ARTISTIC			

Continued on page 18.

Continuation

YOU AND YOUR ABILITIES

AREA OF ABILITY	DEGREE OF ABILITY		
	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
MENTAL			
a. Verbal Meaning (Ability to understand ideas expressed in words)			
b. Reasoning (Ability to solve problems)			
c. Numerical (Ability to work with numbers rapidly and accurately)			
d. Word Fluency (Ability to write and talk easily)			
e. Memory (Ability to recall past experience)			

MAKING CAREER DECISIONS

When and how do you make decisions concerning the choice of a career? This is a very difficult question to answer for each person is responsible for, and must live with, the choices made. There are some critical decision points as you move through the high school years. Your counselors can help you with the timing of such decisions so you should maintain communication with your counselor and keep him or her up-to-date on your thinking.

We are particularly interested in the experiences you can gain through career education. Through career education you can explore the many opportunities and receive assistance in defining your career goals.

As you grow in knowledge and experiences concerning careers, your thinking will change and so will your goals. Therefore, it is truely important that you recognize the wide range of opportunities and how they can satisfy your life's ambitions.

Remember your parents, teachers, counselors, and the community are all behind you in your efforts to find your place in life. Remember also, you must grow and mature to a point that you are ready to accept the responsibility of making a career choice. You must assume this respnsibility for your future because only you can live your life.

SOME QUESTIONS FOR THOUGHT AND DISCUSSION

1. Why is it important that we understand ourselves?
2. What are some of the important influences that shape our personalities?
3. Why is planning important in achieving our goals?
4. Where can people seek assistance in solving their problems?
5. What is the difference between interest and ability?
6. How would your interest affect your choice of a career?
7. Do interests change over the years? Can this affect a career and how?
8. How do your abilities influence your success in a career?
9. Is it important for you to analyze your abilities?
10. Are a person's interest and abilities always the same?
11. Do your personality characteristics influence occupational success and how?
12. Can personality be improved?
13. Should your parents be involved in your career choice?
14. What responsibilities do you have toward your parents?
15. Why do people work?
16. Why is it important to start making educational and vocational plans now?
17. What are some errors a person might make in selecting a career?
18. Can a person achieve success in more than one career in a lifetime?
19. What are some factors that contribute to the wrong choice of a career?
20. Why is it important to understand employment trends?
21. How can one overcome job discrimination?
22. Where are the greatest number of persons employed in Lorain?
23. Why is it important to develop a positive attitude toward your community?

24. List some sources of occupational information within the school.

25. How many different occupations are there from which to choose?

26. Why is it helpful to understand the educational training requirements for an occupation while you are still in school?

27. What is an "entry level" job?

28. Why is it helpful to know about related occupations?

29. How can work experience be valuable to a person's career?

30. What are the advantages and disadvantages of vocational work?

31. What are the advantages and disadvantages of a college education?

32. How will your life after high school be different?

33. How do you benefit from a high school education?

34. Why do pupils drop out of school?

35. What questions do you have about the future that remain to be answered?